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AUTHOR Blowers, Tom; And Others
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ABSTRACT

The Junior High Police School Liaison Program is a three-year pilot project conducted by the Edmonton Police Department, and the Edmonton Public and Catholic School Systems. The objectives of the program include: (1) developing a preventive approach to crime; (2) reducing the local crime level; (3) improving relations among police officers, students, school staff, and the community; (4) developing and field testing materials and strategies for facilitating these objectives; (5) reducing student damage to school property; and (6) providing improved police resource assistance to students, school personnel, and parents. To evaluate the program, a modified version of the Cincinnati City Policy Attitude Questionnaire and a Knowledge of the Law Questionnaire were administered to students; principals, teachers, and police officers responded to a questionnaire evaluating various aspects of the program, its strengths and weaknesses; and crime statistics for juveriles of ages 12, 13, and 14 were collected. Principals, teachers, and police officers overwhelmingly agreed that the program is valuable and should be continued for the third year. Program students expressed more favorable attitudes toward police and the law than control students, and showed significant gains in their knowledge of the law and police duties. The decline in juvenile crime appeared to reflect a citywide trend. (Author/BW)

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DEPARTMENT OF RESEARCH AND EVALUATION

EDMONTON PUBLIC SCHOOL BOARD

REPORT OF THE EVALUATION OF THE SECOND YEAR OF THE JUNIOR HIGH POLICE-SCHOOL LIAISON PROGRAM

Jointly conducted by the City of Edmonton Police Department, and the Edmonton Public and Catholic School Systems during the 1976-1977 School Year

June 30, 1977

Report Prepared by:

Tom Blowers
Wes Penner
Harry Mosychuk
Ken Meehan

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I. CONCLUSIONS

A. Principals, teachers, and police officers overwhelmingly agree that the Junior High Police-School Liaison Program is valuable and should continue for the planned third year. They also suggested that the program could be improved by increasing the frequency of police visits to schools, by providing early introduction of police officers and school staff to the program, by providing additional educational materials to allow for more integration of the program within the regular curriculum, and by establishing regular meetings throughout the year between contact teachers and police officers.

B. Program students expressed more favorable attitudes toward police and the law at the end of the second year of the program than did control students. In fact, program students' attitudes were more favorable in June, 1977 than they had been in October, 1975. This indicates a complete reversal of the trend which had been manifested during the first year of the program. This trend was maintained among control students, however, as control students attitudes toward police declined in favorability. The program students attitudes were significantly more favorable than the control students.

C. Program students showed significant gains in their knowledge of the law and of police duties. While this increase also occurred among control students, indicating an expected growth of general knowledge, the program students maintained a significant advantage over control students in terms of knowledge of the law and, particularly, of police officers and their duties.

D. Juvenile crime statistics for Police Zone A as well as the rest of Edmonton City appear to reflect a general decline in the age brackets represented by eighth graders. Because of this general decline, it is difficult to assess the impact of the Police-School Liaison Program on juvenile crime statistics. A variety of external factors, which were beyond the scope of this study, would have to be considered to account for the overall decline.

II. IMPLICATIONS FOR ACTION

A. The Junior High Police-School Liaison Program should be continued for the planned third year.

B. Police visits should be increased by allowing more release time from regular law enforcement duties.

C. Police officers should be introduced at general staff meetings within each school early in the academic year.

D. The program should be integrated more fully within the regular curriculum of the schools.

E. Additional educational materials such as texts and films about police officers and their duties as well as law enforcement should be developed and made available. More active utilization of currently available materials should also be encouraged.

F. Regular meetings of contact teachers should be held with police officers and program directors to enable information and techniques to be discussed and exchanged.

III. INTRODUCTION AND BACKGROUND

The Junior High Police-School Liaison Program is an expansion of a successful pilot project of a police-school program based on the Resident Policeman Concept which was conducted at Alex Taylor Elementary School during the 1974-75 school year. The Resident Policeman Concept involved the direct assignment of a particular police officer to the school for up to three half-days per week to serve as a resource person. The current project, the Junior High Police-School Liaison Program, which commenced in September, 1975, is a three-year pilot project conducted jointly by the City of Edmonton Police Department and the Edmonton Public and Edmonton Catholic School Systems. The Junior High Police-School Liaison Program is based on the District Police Officer Concept. The essential difference between the two programs is that while the Resident Policeman Concept requires a police officer specifically assigned for a particular school, the District Police Officer Concept makes use of the police officers who are normally assigned police duties in the area in which a particular school is located. While the objectives of both projects are the same, the District Police Officer Concept is more economical to maintain for a particular school than the Resident Policeman Concept. The current program involves junior high school staff and students from 11 Edmonton Public and nine Edmonton Catholic schools in Police Zone A, district police officers on regular assignment in Police Zone A, and staff from the Community Relations Section of the City of Edmonton Police Department. An accepted condition of the program based on the District Police Officer Concept is that law enforcement duties are the highest priority of the police department and, therefore, have the first demand on any district police officer's time.

During the summer of 1975, a committee of representatives from the Edmonton Public and Edmonton Catholic School Boards and the Community Relations Section, City of Edmonton Police Department, developed resource materials, recommended lessons, and made suggestions for implementing the program and introducing the police officers to the schools.

In September, 1975, meetings of the principals of the schools involved and representatives of the Community Relations Section, City of Edmonton Police Department, finalized implementation plans for the program and agreed that the resource materials were appropriate for utilization in the junior high schools. School staff members were introduced to the program by the principal at staff meetings at each school. At the same time, members of the Community Relations Section of the Police Department began introducing the district police officers to the schools in the area. In order to facilitate positive reactions, police officers were introduced to the students and schools slowly, on an informal basis. During this time students were gradually involved in the program.

Among the activities which were used to introduce the police officers to the schools were: (1) visits to classrooms as resource persons; (2) attendance at parent-teacher meetings; (3) participation in sporting events in which teams of police officers played teams of teachers and students at volleyball, basketball, and broomball; (4) attendance at school dances; (5) participation in school field trips; and (6) participation in other student activities, including drama productions, panel discussions, lectures and displays.

During the summer and early fall of 1976, on the basis of the results of the evaluation of the first year of the program, specific changes were introduced into the implementation of the program, including the designation of particular individuals within each school as contact persons in order to facilitate more direct involvement of teachers and police officers. Each of these individuals, as well as other school personnel, spent time with police officers during the course of their regular law enforcement duties. In addition, the list of activities in which the police officers participated in the schools was greatly expanded. (See Appendix A).

One unique aspect of the Junior High Police-School Program is the inclusions of Institutional Services-Westfield among the program schools. This school is unique among the program schools in terms of the population served and the concommitant special circumstances and considerations which arise. Special efforts have been made by the school staff and police officers to modify and enhance the implementation of the program at Westfield. For example, since the student population at Westfield is, by design, more transient than in the other program schools, special efforts have been made to intensify the personal contact between police and students and to take advantage of the time the student spends at Westfield to accomplish the objectives of the program.

The objectives of the Junior High Police-School Liaison Program are to:

(a) develop a preventive approach to crime through provision of a police school educational program;

(b) assist in reducing the crime level among junior high students in Police Zone A;

(c) assist in improving the relations among policemen, students, school staff, and the community in Police Zone A;

(d) develop and field test materials, techniques, and strategies for facilitating Objectives a, b and c; and ultimately, if warranted, making these available throughout the City;

(e) assist in reducing student damage to school property in and out of school hours; and

(f) provide improved police resource assistance to students, school personnel, and parents.

IV. DESIGN OF THE STUDY

The project evaluation was designed to provide information relevant to the success of the implementation of procedures to obtain the stated objectives.

A modified version of the Cincinnati City Police Attitude Questionnaire and a specifically designed Knowledge of the Law Questionnaire were administered to various samples of the eighth grade classes within 20 program schools and six control schools in October, 1976 and June, 1977.

Principals, teachers, and police officers involved in the program responded to a questionnaire constructed specifically for this program. This questionnaire elicited evaluations of various aspects of the program as well as the strengths, weaknesses, successful components, and areas of possible improvement within the program.

Finally, crime statistics for juveniles of ages 12, 13, and 14 were collected for the period January, 1975 to December, 1976 for Zone A as well as the entire City of Edmonton.

V. SUMMARY OF PROCEDURES AND RESULTS

A. Student Attitudes Toward Police

1. Sample

A random sample of eighth grade classes within each of the 20 program schools and six control schools was tested in October, 1976. A total of 1,026 students completed the pretest. The same classes within six program and two control schools, randomly selected from the 26 total schools, were tested in June, 1977. A total of 297 students completed the posttest. A total of 232 students completed both the pretest in October, 1976 and the posttest in June, 1977.

2. Instrument

The Cincinnati City Police Attitude questionnaire was utilized after being modified for the Edmonton sample. For each of the 20 items, students indicated their agreement on a 5-point scale, from Strongly Agree (1) to Strongly Disagree (5). Scores on the questionnaire can range from 20 (extremely positive attitudes) to 100 (extremely negative attitudes).

3. Results

a. Pretest Attitudes

An analyses of variance conducted on the pretest attitude scores indicated no significant difference between students in the program and control schools ($p=.769$).

b. Posttest Attitudes

An analysis of variance conducted on the posttest attitude scores indicated a significant difference between students in the program and control schools, with program students indicating more favorable attitudes toward police (p=.007).

c. Pretest/Posttest Attitude Changes

Tables 1 and 2 indicate the results of t-tests for correlated means conducted on the pretest and posttest scores within the control schools and program schools respectively. Students in the control schools showed no significant change in attitudes toward police, while students in the program schools showed a positive change in attitudes toward police, with mean attitude scores indicating more favorable attitudes.

Table 1

t-TEST FOR CORRELATED MEANS (PRETEST VS POSTTEST) ON ATTITUDES TOWARD POLICE WITHIN CONTROL SCHOOLS

Variable	Number of Cases	Mean	Standard Deviation	Prob.
Total Pretest	51	39.23	11.763	0.114
Total Posttest		40.72	12.498	

Table 2

t-TEST FOR CORRELATED MEANS (PRETEST VS POSTTEST) ON ATTITUDES TOWARD POLICE WITHIN PROGRAM SCHOOLS

Variable	Number of Cases	Mean	Standard Deviation	Prob.
Total Pretest	181	39.17	9.618	0.002
Total Posttest		36.21	9.014	

d. Two-year Results

Table 3 indicates the mean attitude scores for the program and control schools over the two years of the program. (Note: the samples upon which these means are based differ both in number of students and the students themselves).

Table 3

MEAN ATTITUDE TOWARD POLICE SCORES
OVER TWO YEARS OF PROJECT

	October 1975	June 1976	October 1976	June 1977
Program Schools	38.03	39.98	39.17	36.21
Control Schools	37.21	39.57	39.23	40.72

4. Discussion

The results indicate, as stated, that there were no significant differences between the program and control schools on the pretest in October, 1976. This reflects a similar finding on the post-test in June, 1976 at the conclusion of the first year of the program. In fact, it is evident that very little change in attitudes occured during the period June, 1976 to October, 1976.

The results also indicate, however, both a significant increase in favorability of attitudes among the program students and a significant difference between program and control students' attitudes on posttest scores in June, 1977.

The trend of the attitude scores among the control students manifests the age differences noted in the original Alex Taylor Study as well as in the first year of this program. The inverse relationship between grade level and favorability of attitude appears to be maintained. It should be noted, however, that attitudes toward police, as measured by the questionnaire, are still generally favorable even within the control schools.

Of special significance, however, is that the trend of decreased favorability of attitudes toward police has been reversed within the program schools. In fact, the mean attitude score on the posttest in June, 1977 indicates a more favorable attitude toward police than apparently existed at the time of the original pretest in October, 1975!

As was noted during the report of the evaluation of the first year of the program, it was hoped that the sustained inplementation of procedures designed to effect the program objectives would be more markedly felt in the second and third years of the program. It is obvious that this is the case. Not only was the expected decrease in favorability of attitudes toward police arrested, it has apparently been reversed among students in the program schools.

B. Student Knowledge of the Police and the Law

1. Sample

A random sample of eighth grade classes within each of the 20 program schools and six control schools was tested in October, 1976. A total of 1,028 students completed the pretest. The same classes within six program and two control schools, randomly selected from the 26 total schools, were tested in June, 1977. A total of 303 students completed the posttest. A total of 237 students completed both the pretest in October, 1976 and the posttest in June, 1977.

2. Instrument

A Student Knowledge Questionnaire developed during the Alex Taylor pilot program was utilized after modification for use with the higher grade level.

3. Results

a. Pretest Knowledge

An analysis of variance conducted on the pretest knowledge scores indicated that the program students had a statistically significant higher score than did the control students ($p=0.029$).

b. Posttest Knowledge

An analysis of variance conducted on the posttest knowledge scores indicated that the program students had a statistically significant higher score than did the control students ($p=0.001$).

c. Pretest/Posttest Knowledge Changes

A t-test for correlated means conducted on the pretest/posttest means indicated statistically significant increases in knowledge of the law for students in both the control and program schools. As noted in Tables 4 and 5 the increase was more substantial within the program schools.

Table 4

t-TEST FOR CORRELATED MEANS (PRETEST VS POSTTEST) ON KNOWLEDGE OF THE LAW WITHIN CONTROL SCHOOLS

Variable	Number of Cases	Mean	Standard Deviation	Prob.
Total Pretest	49	11.32	3.064	0.018
Total Posttest		12.14	3.112	

Table 5

t-TEST FOR CORRELATED MEANS (PRETEST VS POSTTEST)
ON KNOWLEDGE OF THE LAW WITHIN PROGRAM SCHOOLS

Variable	Number of Cases	Mean	Standard Deviation	Prob.
Total Pretest	188	12.61	2.492	0.000
Total Posttest		14.01	2.666	

d. Two-Year Results

Table 6 indicates the mean knowledge scores for the program and control schools over the two years of the program. (Note the samples upon which the means are based differ both in number of students and the students themselves).

Table 6

MEAN KNOWLEDGE OF POLICE AND THE LAW SCORES
OVER TWO YEARS OF PROJECT

	October 1975	June 1976	October 1976	June 1977
Program Schools	11.25	12.45	12.61	14.01
Control Schools	10.87	11.64	11.32	12.14

4. Discussion

Students involved in the program have apparently increased their knowledge of the law and of police. Although some growth of knowledge in general is to be expected, as indicated by the significant increase within the control schools, it is evident that the growth of knowledge experienced by the program students surpassed the expectations established by control student changes.

Table 6 especially indicates the more accelerated growth of knowledge in the program students. In the original October, 1975 pretest, there were no significant differences between program and control schools. However, the differences that originally appeared on the June, 1975 posttest have been maintained and enlarged.

C. Evaluations by Principals

1. Sample

Fourteen principals within the program schools provided evaluations of the program.

2. Instrument

As a result of recommendations arising out of the evaluation of the first year of the Junior High Police School Liaison Program, a questionnaire was developed, designed to elicit evaluations of the program with respect to its stated objectives, strengths and weaknesses.

3. Results

In general, the principals evaluated the program as moderately successful. Table 7 indicates the number of principals who responded to the various categories on the specific questions posed. Principals were well aware of the objectives of the program, found it to be personally beneficial, felt that it led to improvement in students attitudes toward police and the law, and overwhelmingly supported the continuation of the program. Principals evaluated improvement in students behavior and integration of the program within the regular program less positively.

Principals were nearly unanimous in indicating that the strengths of the program involved the personal contact between police officers and students, which serves to provide both an insight into police work and an understanding of police officers at a more personal, less formal level. Weaknesses cited by the principals dealt mainly with the need for a more structured approach within the program, particularly with regard to curriculum integration, as well as problems arising out of the occasional irregularity of police visits due to shift work or particularly busy periods with respect to regular law enforcement duties.

Principals found the most successful components of the program to be police visits themselves, as well as police officers participation in extracurricular activities, such as sports, which appears to be a very effective means of implementing procedures for meeting program objectives. Principals suggested that the program could be improved by increasing the frequency of police visits, by establishing a more definite position for the program within the regular curriculum and by providing more materials related to the program, such as texts and films.

4. Discussion

Principals generally appear to perceive the program as being successful in the human relations and attitudinal areas, but, as the results suggest, would prefer a more structured program, integrated with the regular curriculum.

Table 7

PRINCIPALS' EVALUATIONS OF JUNIOR HIGH POLICE-SCHCOL LIAISON PROJECT

QUESTION	Not at all			Moderately					Extremely
	1	2	3	4	5	6	7	8	9
1. To what extent are you aware of the objectives of the Police-School Liaison Program?	0	0	0	0	0	2	4	3	5
2. To what extent do you think that the Police-School Liaison Program has met its objectives this year?	2	0	3	2	4	0	1	1	1
3. To what extent has the Police-School Liaison Program been of benefit to you personally?	2	0	2	1	3	1	1	3	1
4. To what extent do you think the Police-School Liaison Program has improved students' attitudes toward police officers?	2	0	1	2	4	1	3	0	1
5. To what extent do you think the Police-School Liaison Program has improved students' attitudes toward the law?	2	0	2	2	5	1	2	0	0
6. To what extent do you think the Police-School Liaison Program has led to an improvement in students' behavior?	3	2	0	3	3	2	1	0	0
7. To what extent do you think the police officers in the Police-School Liaison Program have been involved in the project?	2	1	1	3	2	2	1	1	1
8. To what extent do you think the Police-School Liaison Program has been integrated with the regular curriculum?	3	2	3	2	3	0	0	0	1
9. To what extent do you think the Police-School Liaison Program should continue next year?	1	0	0	0	1	0	1	3	8

D. Evaluations by Teachers

1. Sample

Sixteen contact teachers within the program schools provided evaluations of the program.

2. Instrument

As a result of recommendations arising out of the evaluation of the first year of the Junior High Police School Liaison Program, a questionnaire was developed, designed to elicit evaluations of the program with respect to its stated objectives, strengths and weaknesses.

3. Results

Teachers more favorably evaluated the program than did principals. Table 8 indicates the number of teachers who responded to the various categories on the specific questions posed. Teachers were well aware of the objectives of the program, felt the program was successfully meeting the objectives, found it to be personally beneficial, felt that is led to improvement in students attitudes toward police and the law, perceived the police officers to be very involved in the program, and nearly unanimously supported the continuation of the program. Like the principals, the teachers evaluated improvement in students behavior and integration of the program within the regular curriculum more modestly.

With respect to the strengths and weaknesses of the program, teachers echoed the perceptions of the principals. They perceive the personal contact to be an exceptionally successful component of the program and suggest better integration of the program within the regular curriculum as an area of improvement.

4. Discussion

As with principals, teachers generally appear to perceive the program as quite successful in the human relations and attitudinal areas, but would also prefer a more structured program.

Table 8

TEACHERS' EVALUATIONS OF JUNIOR HIGH POLICE-SCHOOL LIAISON PROJECT

QUESTION	Not at all			Moderately				Extremely	
	1	2	3	4	5	6	7	8	9
1. To what extent are you aware of the objectives of the Police-School Liaison Program?	0	0	0	0	1	4	2	5	3
2. To what extent do you think that the Police-School Liaison Program has met its objectives this year?	1	3	1	3	1	5	1	1	0
3. To what extent has the Police-School Liaison Program been of benefit to you personally?	1	0	1	1	1	4	2	3	3
4. To what extent do you think the Police-School Liaison Program has improved students' attitudes toward police officers?	1	1	0	3	2	3	5	0	1
5. To what extent do you think the Police-School Liaison Program has improved students' attitudes toward the law?	1	1	2	1	4	2	4	0	0
6. To what extent do you think the Police-School Liaison Program has led to an improvement in students' behavior?	2	1	1	2	4	2	1	0	0
7. To what extent do you think the police officers in the Police-School Liaison Program have been involved in the project?	2	0	1	3	1	2	2	3	1
8. To what extent do you think the Police-School Liaison Program has been integrated with the regular curriculum?	1	2	6	3	1	2	0	0	1
9. To what extent do you think the Police-School Liaison Program should continue next year?	0	0	0	0	0	1	2	6	6

E. Evaluations by Police Officers

1. Sample

Six police officers assigned to the program schools provided evaluations of the program.

2. Instrument

As a result of recommendations arising out of the evaluation of the first year of the Junior High Police School Liaison Program, a questionnaire was developed, designed to elicit evaluations of the program with respect to its stated objectives, strengths and weaknesses.

3. Results

Although there was a smaller response from police officers than teachers and principals, police officers were overwhelmingly and enthusiastically supportive of the program. Table 9 indicates the number of police officers who responded to the various categories on the specific questions posed. On all questions, police officers perceived the program to be extremely successful and supported its continuation.

With respect to the strengths and successful components of the program, police officers consistently pointed out the opportunity which the program provided to clear up misconceptions about their role in society and their specific duties and to obtain a better view of police officers in an informal, non-threatening situation. Police officers found their personal visits, participation in sports programs, and the contact teachers' opportunity to accompany them during performance of their regular law enforcement duties to be the most successful components of the program. They indicated that the availability of prepared lecture and film materials on pertinent topics also facilitated the success of the program.

The terms of weaknesses, police officers unanimously cited lack of time as a major drawback. With conflicting shift work and their regular duties, they perceived difficulty in making visits conveniently and frequently. Police officers also suggested that the program might be improved by arranging for a more complete introduction to the entire teaching staff at the program schools.

4. Discussion

Because the perspective of the police officers differs from that of the teachers and principals, their perception of the program differs as well. They emphasized the opportunity the program provided for explanation of police officers' duties and role. Despite a general perception that the time available to them to participate in the program was less than adequate, they were the most enthusiastic of the groups evaluating the program and obviously recommended its continuation.

Table 9

POLICE OFFICERS' EVALUATIONS OF JUNIOR HIGH POLICE-SCHOOL LIAISON PROJECT

QUESTION	Not at all			Moderately				Extremely	
	1	2	3	4	5	6	7	8	9
1. To what extent are you aware of the objectives of the Police-School Liaison Program?	0	0	0	0	1	1	0	2	2
2. To what extent do you think that the Police-School Liaison Program has met its objectives this year?	0	0	1	0	1	2	0	0	2
3. To what extent has the Police-School Liaison Program been of benefit to you personally?	1	0	0	0	0	0	0	0	4
4. To what extent do you think the Police-School Liaison Program has improved students' attitudes toward police officers?	0	0	0	1	0	0	1	1	3
5. To what extent do you think the Police-School Liaison Program has improved students' attitudes toward the law?	0	0	0	1	1	0	1	3	0
6. To what extent do you think the Police-School Liaison Program has led to an improvement in students' behavior?	0	1	0	0	1	0	2	1	1
7. To what extent do you think the police officers in the Police-School Liaison Program have been involved in the project?	0	0	0	1	2	1	0	0	2
8. To what extent do you think the Police-School Liaison Program has been integrated with the regular curriculum?	0	0	1	0	1	0	2	0	2
9. To what extent do you think the Police-School Liaison Program should continue next year?	0	0	0	0	1	0	0	1	4

F. Zone A Crime Statistics

Table 9 illustrates crime statistics for all categories of juvenile crime in Police Zone A as well as all of the City of Edmonton for the period from January, 1975 to December, 1976. These statistics are presented basically as information.

While one of the specific objectives of the program is crime prevention, a number of factors must be considered in examining juvenile crime statistics. In general, there is a slight decline in arrests, summons, and warning, from 1975 to 1976 in Zone A, reflecting a moderate decline throughout the city. It should be noted that statistics for Zone A are compiled for all juvenile crimes committed within that area and do not necessarily reflect charges or warnings issued against students from the program schools.

While it is difficult to determine the specific impact of the program, nonetheless, the general decline in juvenile crime in Zone A is encouraging.

Table 10

CITY OF EDMONTON POLICE DEPARTMENT
JUVENILE CRIME STATISTICS 1975-1976

AGE	ZONE A											
	1975						1976					
	Male			Female			Male			Female		
	Charges	Warning	Total	Charges	Warning	Total	Charges	Warning	Total	Charges	Warning	Total
12	45	50	95	13	28	41	35	59	94	6	11	17
13	66	69	135	18	29	47	44	69	113	27	28	55
14	101	79	180	13	26	39	95	85	180	21	27	48
TOTAL	212	198	410	44	83	127	174	213	387	54	66	120

AGE	CITY-WIDE											
	1975						1976					
	Male			Female			Male			Female		
	Charges	Warning	Total	Charges	Warning	Total	Charges	Warning	Total	Charges	Warning	Total
12	161	215	376	31	98	129	107	213	320	30	63	93
13	302	312	614	55	124	179	252	287	539	51	141	192
14	468	343	811	87	117	204	383	339	722	101	154	255
TOTAL	931	870	1801	173	339	512	742	839	1581	182	358	540

APPENDIX A

Junior High Police-School Liaison Program Activities

I. Classroom Visits: Films and Discussions

1. Organized Crime
2. Theft
3. Bicycle Safety
4. Vandalism
5. Role of Police in Legal System
6. Fingerprinting
7. Capital Punishment
8. Marijuana
9. Interpretation of Law
10. Shoplifting

II. Sports Activities

1. Volleyball
2. Swimming
3. Track
4. Rugby
5. Basketball
6. Intramurals

III. Extracurricular Activities

1. School Dances
2. Career Day
3. Staff Social

IV. Accompanying Duty Officer During Patrol